ENERGY
SAFETY
CANADA

# SUPERVISOR COMPETENCY

## A Program Development Guideline
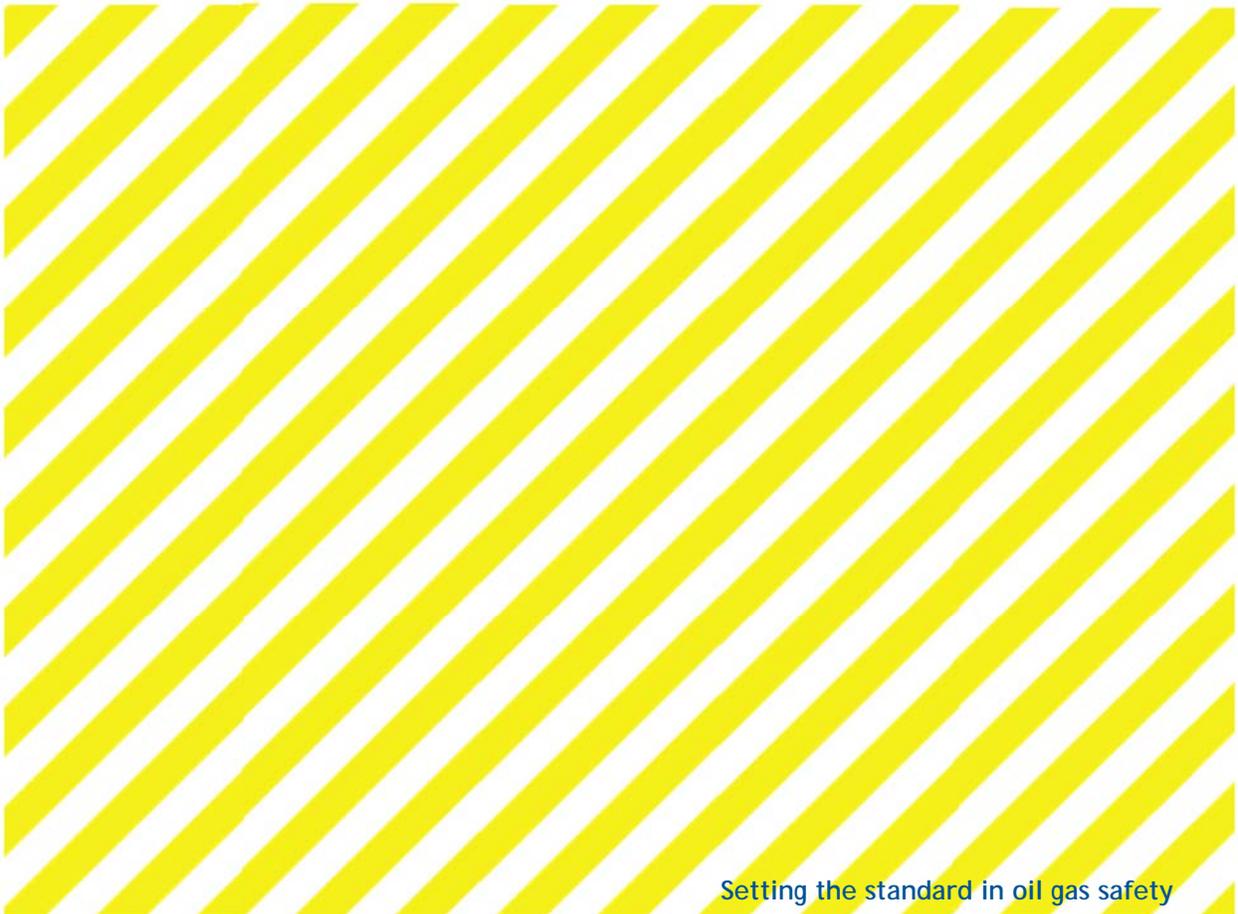
Setting the standard in oil gas safety

## ACKNOWLEDGEMENT

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- Canadian Association of Geophysical Contractors (CAGC)
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- Explorers and Producers Association of Canada (EPAC)
- Petroleum Services Association of Canada (PSAC)

## ABOUT ENERGY SAFETY CANADA

Energy Safety Canada is the upstream oil and gas industry's advocate and leading resource for the continuous improvement of safety performance. Our mission is to help companies achieve their safety goals by providing practices, assessment, training, support, metrics and communication.

## AVAILABILITY

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## DISCLAIMER

This document is intended to be flexible in application and provide guidance to users rather than act as a prescriptive solution. Recognizing that one solution is not appropriate for all users and situations, it presents generally accepted guidelines that apply to industry situations, as well as recommended practices that may suit a company's particular needs. While we believe that the information contained herein is reliable under the conditions and subject to the limitations set out, Energy Safety Canada does not guarantee its accuracy. The use of this document or any information contained will be at the user's sole risk, regardless of any fault or negligence of Energy Safety Canada and the participating industry associations.

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# PREFACE

## PURPOSE

An organization that defines and applies competencies sends a strong message about the importance of specific knowledge, skills, capabilities, behaviours and desire to deliver. Such an organization recognizes that building intellectual capital and maintaining core competencies is critical to achieving sustained success. A commitment to competencyshows an acknowledgement of continuous learning and development as a business strategy.

Competency is the measurable skill, or set of skills, and level of knowledge required to perform occupation-specific tasks.

A competency model can be a tool for providing focus to specific knowledge, skills and behaviours that support alternative ways of leading, managing and delivering value to stakeholders. Competency-based strategies and tools are not optional for organizations that are serious about sustained performance. They are essential for gaining sharper focus on strategic and systematic selection and development of employees. Such tools become standards of success to support an organization's vision, mission, strategies and goals. A competency model can add significant customer and business value.

## PROJECT SCOPE AND LIMITATIONS

The Supervisor Competency Guideline takes a broad view of all upstream petroleum industry site operations. From exploration and geosciences to final reclamation, all site operations require sound management and leadership.

This guideline offers a perspective on the competencies that supervisors may need to achieve superior site management results in health, safety, environment, operations and social responsibility in the upstream petroleum industry.

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# 1.0    Introduction

The development and implementation of this Supervisor Competency Guideline reflects the commitment to continuous improvement in the management of operations within the upstream oil and gas industry. Site management and, by extension, supervisor performance, is the demonstrated action of the corporate philosophy and commitment to responsible operations. It's also about the efforts taken to ensure supervisors have the appropriate skills, abilities and accountabilities.

Supervisor or site supervisor in the context of this guideline refers to individuals with employer's responsibility for site management and extends to the leadership of the core service providers. For the purpose of this guideline, supervision is shared between a minimum of two levels of leadership: the individual with immediate site responsibilities and the person they are responsible or report to within the organization. Whether directing work from the office or present in the field, the supervisor's responsibilities generally include coordination and oversight of the activities at the worksite.

Recognizing that one solution is not appropriate for all users and situations, this guideline presents accepted guiding principles that apply generally to all situations and provides a useful starting point for employers seeking to establish supervisor competency.

The guideline is specific in its intention not to attempt to define or imply a single training standard or specify the educational course requirements for industry supervisors as a whole. Each industry association and member company, and the specific operations areas in which they function, will dictate the necessary competencies of their own supervisors.

## 1.1    Competency Model

The Supervisor Competency Guideline identifies elements of competent supervision. An Element of Competency is a collection of tasks related to the elements of planning, performance, measurement and improvement. Effective leadership and communications are integral to every aspect of supervisor competency and are present in each of these elements.

## WHAT COMPETENCIES CAN DO

- Translate strategic direction into action

- Clarify behaviours that support important values and principles

- Establish standards of excellence that are shared across functions and boundaries

- Focus learning and development on the achievement of business outcomes

- Provide a basis for ongoing performance feedback and development

- Identify emerging versus declining skill sets to help facilitate organizational transitions

- Accelerate development of a learning culture

- Facilitate self-directed learning and career development for enhanced employability

- Identify and leverage high performers or "competency carriers"

## WHAT COMPETENCIES CAN'T DO

- Describe every technical skill in detail – each organization needs to tailor to its own needs

- Reduce performance feedback to numbers

- Replace the need for performance feedback and coaching

- Serve as a job description.[1]

[1] Anna Carroll and Judith McCrackin, "The Complete use of Competency-based Strategies for Selection and Development," Performance Improvement Quarterly, 11(3) pp.45-63

The Supervisor Competency Guideline outlines the activities, knowledge and skills that are expected to enhance a supervisor's performance. By providing examples the guideline encourages continuous improvement and strives to make a positive difference in supervisory outcomes in today's operations. The guideline also offers a training matrix and tools that can be used by any organization to augment their own performance management processes.

**LEADERSHIP AND COMMUNICATION**

PLANNING
- Operations

- Safety Management

- Environmental Management

- Emergency Response Management

PERFORMANCE
- Operations

- Incident Management and Investigation

- Documentation and Record Keeping

MEASUREMENT
- Assessment

IMPROVEMENT
- Continuous Improvement Cycle

## 1.2    Activities

Each area of competency lists supervisor activities. Successful completion of these activities is the supervisor's responsibility. Activities listed in the guideline are not presented in order of importance. All activities are viewed as significant for the effective management of health, safety, environment, operations and social responsibility.

## 1.3    Knowledge and Skills

Both knowledge and skill are required to perform an activity successfully. Knowledge is defined as knowing both what to do as well as how to do it. Skill is defined as having the ability to perform the activity correctly, relative to technique and expertise. Skills often require practice, measurement and feedback to develop into ability.

In some cases, knowledge and skill come with experience. However, several areas of the Supervisor Competency Guideline involve competencies that are not learned over time. For example, effective leadership and communication require knowledge, skill, desire and practice if they are to be successfully integrated into a supervisor's abilities. Additionally, specific knowledge, such as regulatory requirements, would not be adequately learned through on-the-job experience alone. Some form of training is required.

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Various activities within the guideline require similar knowledge and skill, for example applying effective communication skills is important to most activities within the guideline. With this in mind, the list of knowledge and skills are cumulative throughout the document, rather than repeated in each area of competency where they apply. There are a few exceptions when the importance of the knowledge, skill or desire is central to the area of competency, such as communication skills that are listed under both the Leadership and Communication competencies. A list of recommended knowledge and skills identified within the guideline can be found in the Training Matrix in the appendices.

## 1.4     Training

Based on the knowledge and skills required to complete supervisor activities, a supervisor competency training matrix should be developed based on company and industry needs. A training matrix should be related to the activities, skills, knowledge, regulated training, best practices and supervisor experience. It is not the intention of this guideline to recommend specific training courses or curriculum, but instead to offer a view of the areas of knowledge and skills related to successful supervisory performance.

## 1.5     Work Planning

Work planning is an essential component of competency. Each supervisor within an organization must determine how they fit in the work planning process.

The following steps can be used in developing a work planning process:

1.  Define the scope of work (see Operations)
2.  Identify tasks to be performed (see Operations)
3.  Preliminary planning:

    a)  Review applicable procedures for planned work or sub-tasks (see Operations)
    b)  Identify potential hazards (see Safety Management)
    c)  Review HSE requirements (see Safety Management and Environmental Management)
    d)  Ensure Emergency Response Management is addressed (see Emergency
    e)  Response Management)
    f)  Identify applicable mitigation measures
    g)  Review lessons learned from similar tasks g) Identify any necessary training
    h)  Review required qualifications for the work planned
    i)  Ensure necessary resources are available
    j)  Involve workers during planning as a resource
    k)  Develop job plan
    l)  Allocate sufficient time to perform task

4.  Review the work plan with all involved personnel (see Operations)
5.  Implement the work plan

6. Monitor and measure performance on the work plan (see 4.0 Measurement and Appendices 3, 4 and 5)
7. Set time and action plans for improvement (see 5.0 Improvement)

## 1.6    Measurement

- Use the outline to develop company specific training matrix and hiring criteria (see Supervisory Competency Assessment)
- Use the assessment outline to identify required attributes based on position (Appendix 3)
- Use the assessment tool (Appendix 4) for candidate evaluation and ongoing evaluation
- Use the Example Development Scorecard (Appendix 5) to measure ongoing competency

# 2.0   Leadership

Leadership and Communications are overlying concepts that are relevant throughout the model. In all aspects of supervisor competency, a high level of leadership ability and communication skills are needed.
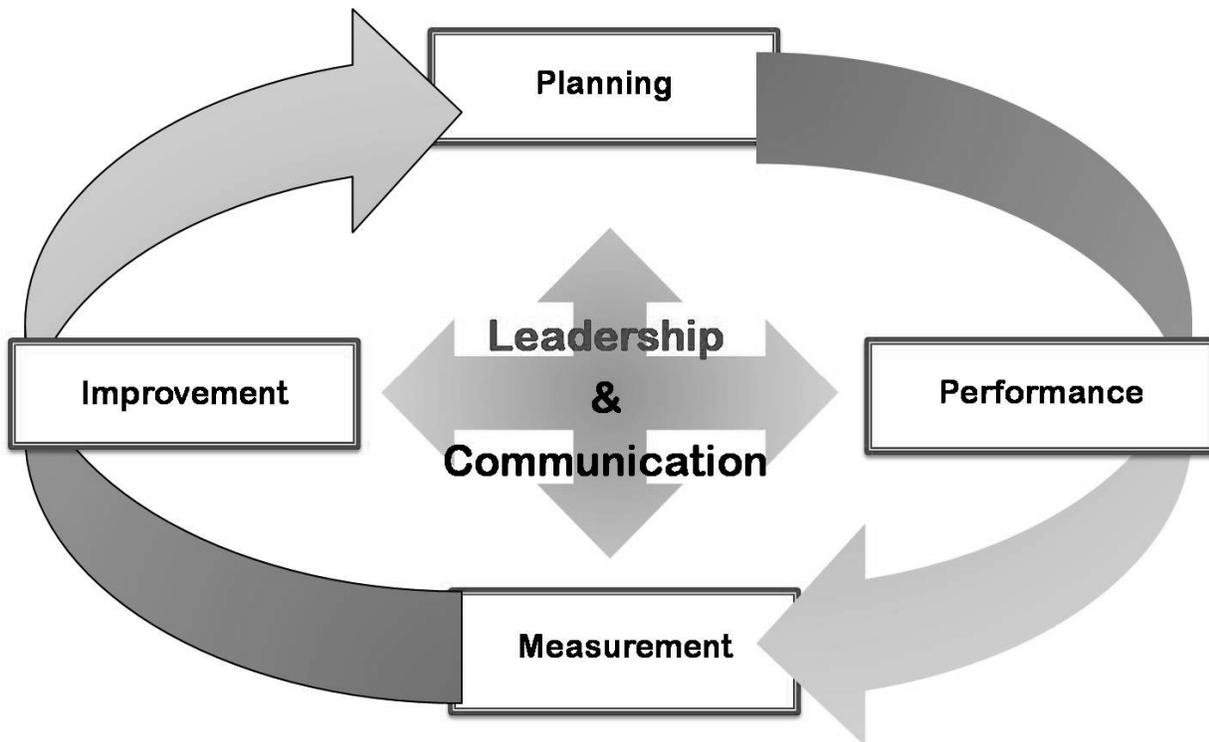


*Figure 1 Leadership*

The Leadership competency views leadership in the traditional sense of providing vision and direction over worksite operations. Many of the characteristics and attributes of a competent supervisor that were presented in the introduction to this guideline arose from the development of the leadership area of competency. Attributes such as honesty, ethics and others are inextricably linked with leadership, although they are not defined in the following list of leadership activities.

## 2.1   Leadership Activities

a)  Establish goals and objectives for the worksite
b)  Provide oversight and guidance at worksite
c)  Lead by example
d)  Demonstrate integrity
e)  Promote a positive health, safety and environmental culture
f)  Provide motivation and recognition
g)  Encourage teamwork (promote operational synergies and alignment)
h)  Facilitate worker participation

i)   Manage accountability
j)   Manage time and priorities
k)   Manage change (not the same as management of change)
l)   Solve problems
m)   Manage conflict resolution
n)   Make decisions within level of authority
o)   Provide coaching of other supervisors and workers
p)   Delegate authority and responsibility
q)   Ensure compliance to company, industry and regulatory standards
r)   Manage risk and conduct risk assessments
s)   Identify opportunities for improvement

## 2.1.1    Leadership Activity Descriptions

1.  Establish goals and objectives for the worksite

Supervisors have a clear understanding of the expectations, overall goals, and the role each individual organization has in achieving the desired outcomes. Supervisors establish the environment in which goals can be met. Supervisors provide vision and objectives to individual stakeholders in order to achieve the expected results.

2.  Provide oversight and guidance at the worksite

Supervisors monitor progress in relation to goals and continue to guide worksite activities towards the desired results.

3.  Lead by example

Supervisors guide the desired behaviour. Their actions are in alignment with industry standards and company rules and expectations and reflect the integrity and positive attitude of leadership that draws respect and motivates exemplary performance in others. Supervisors must demonstrate professional behaviour and hold themselves to the highest standard possible.

4.  Demonstrate integrity

Supervisors are honest and ethical with respect to business arrangements and when speaking with workers, contractors and the public.

5.  Promote a positive health, safety and environmental culture

Culture is the embodiment of "the way it is around here." Supervisors promote a positive culture through their efforts to align goals with action plans that reflect all outcome expectations. Not only are supervisors working to achieve productivity results, they are also managing activities to ensure health, safety, environmental and social responsibility expectations are also being achieved.

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Supervisors consistently follow through in support of safe activities and intervene when unsafe or inappropriate behaviors occur.

6.  Provide motivation and recognition

Supervisors lead with positive attitude and inspire others to be effective and efficient in their activities. A supervisor is quick to recognize and commend activities and behaviours that are in alignment with the objectives. They provide honest and positive feedback in support of individual and team efforts.

7.  Encourage teamwork (promote operational synergies and alignment)

Through clear objectives, guidance and positive recognition, supervisors align individual and team efforts towards the common purpose of achieving goal. A supervisor monitors the bigger picture of all site activities to find synergies and facilitate alignment that achieves results greater than those of the individual parts. As a result, individual and team efforts work effectively with other activities on-site and to minimize or avoid conflict altogether.

8.  Facilitate worker participation

Supervisors recognize, appreciate and acknowledge the skills and abilities of their workers. Supervisors also ask for and encourage a worker's input and ideas to facilitate best results. Supervisors ensure accountability of all workers and themselves.

9.  Manage accountability

Supervisors provide clear objectives and expectations, ensure understanding and ability, and then monitor and reward successful performance. Supervisors recognize early when performance is slipping below the standards for all workers and themselves, and they take progressive action to correct performance and to ensure that goals are not being jeopardized.

10. Manage time and priorities

Supervisors focus their efforts towards activities of significant importance. They understand the need to complete urgent tasks but balance their time to ensure they spend sufficient effort on important but non-urgent tasks such as positive recognition and the big picture of overall site management.

11. Manage change

Supervisors recognize the dynamics of the job and workers, as well as the need to adjust plans to suit changing realities of the work environment. Supervisors monitor the project for early warning signs of change and make contingency arrangements to avoid having to make last-minute, hasty decisions.

## 12. Solve problems

Supervisors utilize analytical skills to diagnose and understand issues that develop and may impact goals and objectives. They engage others in the decision-making process and make decisions based on experience and a clear understanding of the problem. Supervisors recognize when to seek out additional resources to assist with problem solving.

## 13. Manage conflict resolution

Supervisors recognize the signs of conflict and utilize conflict-management skills to resolve conflict situations. Supervisors do not ignore conflict. They take steps to resolve it before issues escalate to a point that they impact goals or the health and safety of personnel.

## 14. Make decisions within level of authority

Supervisors recognize the limits of their knowledge, experience and authority and seek or defer to additional resources as required by the situation or company protocol.

## 15. Provide coaching of other supervisors and workers

Supervisors recognize their role as leaders, mentors and role models. They accept responsibility for overseeing projects and activities on-site and recognize their role in providing development, learning and growth opportunities for workers. Supervisors utilize their interpersonal skills to effectively motivate people. The most effective supervisors tap into the effort and commitment of their workers by recognizing their knowledge and skills, and expanding the worker's role to take advantage of those abilities.

## 16. Delegate authority and responsibility

Supervisors understand that delegation is different than telling people what to do. They delegate tasks after consideration of the individual's ability to succeed. Supervisors understand that their responsibility does not end when they delegate. They are required to monitor progress and remove barriers as necessary to facilitate success.

## 17. Ensure compliance to company, industry and regulatory standards

Supervisors have knowledge of and understand the obligations of the company and other work-related standards. They monitor worksite activities to identify and address activities that are not in compliance with regulatory, community, or company expectations (e.g. company policies and operational standards, association guidelines and IRPs, labour standards, OH&S standards, environmental standards, etc.)

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18. Manage risk and conduct risk assessments

Supervisors understand the principles of hazard identification, evaluation and control. Supervisors are able to identify and assess risk and evaluate the effectiveness of risk-mitigation efforts. Supervisors are familiar with company risk assessment processes.

19. Identify opportunities for improvement

Through their management efforts, supervisors become aware of inefficient processes that may impact effort, resources, materials, time and money. To enhance overall effectiveness supervisors work to improve work processes and systems.

## 2.1.2     Leadership Knowledge and Skills

Knowledge

- Mission (outcome expectations)
- Company's philosophy, vision, values and principles
- Company's policies, standards and procedures
- Technical and industry practices and procedures
- Leadership behaviour and techniques
- Organizational behaviour and motivation theory
- Coaching and human behaviour motivation techniques
- Performance management techniques
- Time and project management techniques
- Problem-solving techniques
- Conflict management and resolution techniques
- Regulatory requirements (OH&S, environment, labour standards)
- Process facilitation and improvement techniques
- Industry practices and guidelines

Skills

- Leading and delegating
- Facilitating – engaging people
- Obtaining and providing information
- Identifying characteristics and needs of a group
- Identifying and managing resources
- Providing purpose, meaning, direction and motivation
- Planning and organizing
- Leading by example
- Motivating and empowering others to learn
- Managing on-site authority

- Problem solving
- Showing empathy
- Demonstrating ethics, honesty and integrity
- Self managing
- Team-building
- Managing community relations

# 3.0   Communication

The Communication competency relates to the behaviours, skills and abilities associated with effective communication and encompasses several activities where communicating effectively is critical to success.
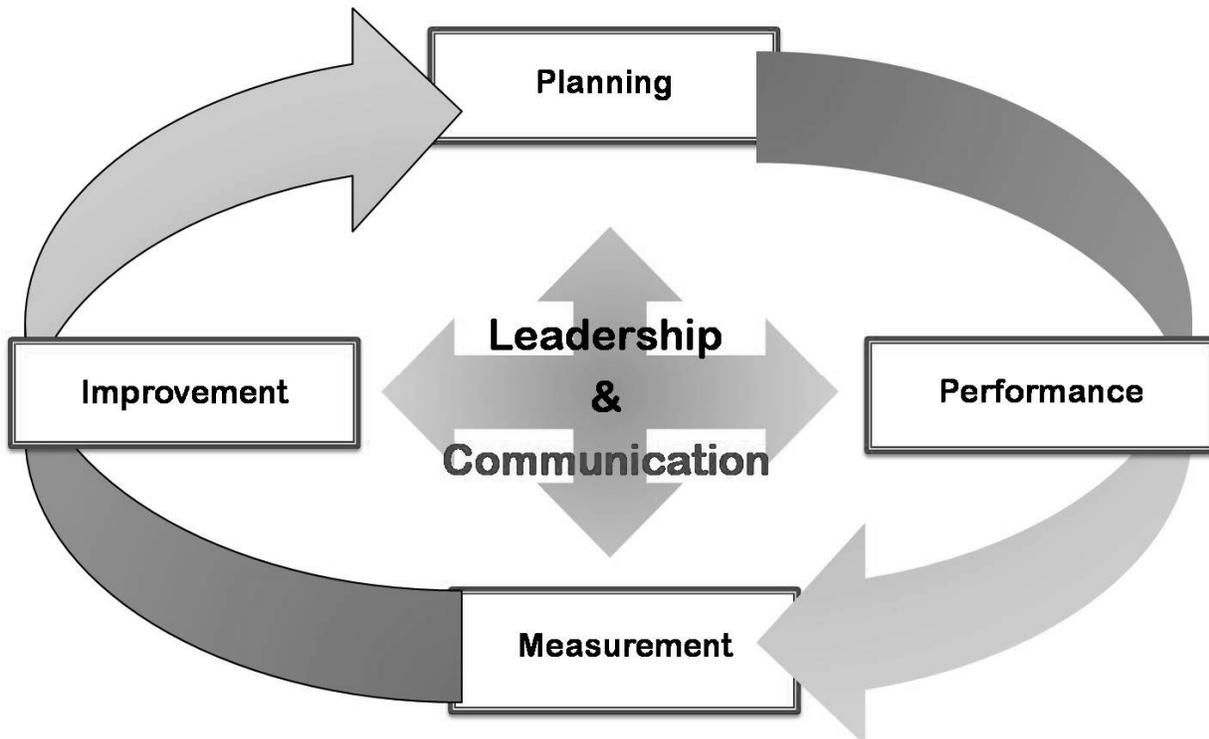


*Figure 2 Communication*

Leadership and Communications are overlying concepts that are relevant throughout the model. In all aspects of supervisor competency, a high level of leadership ability and communication skills are needed.

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## 3.1   Communication Activities

1. Communicate effectively
2. Orient personnel to company expectations
3. Facilitate effective meetings
4. Use industry terminology appropriately and effectively
5. Provide instruction and coaching
6. Interact with stakeholders effectively (by understanding corporate responsibilities and commitments and position relative to stakeholder issues)

## 3.2   Communication Activity Description

1. Communicate effectively

To communicate effectively, supervisors apply their understanding of the processes of communication, including message encoding, channel selection, decoding and feedback loops that ensure understanding (see the Acronyms/Glossary section for definitions). Recognition of the barriers to effective communication and implementation of the strategies to overcome those barriers are also important for effective communication.

Examples of barriers:

- Language
- Noisy environment
- Technical content
- Lack of understanding of what the receiver/audience wants or needs
- Inadequate feedback
- Emotional interference
- The degree of knowledge and expertise of the sender
- The degree of knowledge and expertise of the receiver/audience
- The quality of the information sent
- The use of an inappropriate medium
- Lack of trust or honesty in the source
- Cultural differences
- Poor listening skills
- The position or status of the source

2. Orient personnel to company expectations

Supervisors confirm that workers share an understanding of the scope of the work to be completed and the operational parameters that must be maintained. By confirming goals and having expectations clearly understood, supervisors direct the focus and attention of

site-workers towards expected outcomes. Supervisors ensure that site-specific hazards and operational restrictions and controls are clearly understood.
Examples include:

- Explain goals and expectations specific to scope of work
- Communicate site-specific hazards, risks and controls

3.  Facilitate effective meetings (e.g. safety, tailgate, pre-job, etc.)

Supervisors are responsible for coordinating meetings, orientations and information sessions as required in order to communicate important information and confirm understanding.

4.  Use industry terminology appropriately and effectively

Supervisors monitor the use of jargon, acronyms and industry terminology to prevent miscommunication or misunderstanding.

5.  Provide instruction and coaching

Supervisors provide instruction and coach by asking questions to stimulate learning and provide performance feedback to enhance operational results.

6.  Interact with stakeholders effectively (by understanding corporate responsibilities, commitments and position relative to stakeholder issues)

Supervisors communicate with various stakeholders regarding site activities and company agreements. Supervisors understand and support company commitments and recognize when situations of conflicting interests may arise. Supervisors require tact and diplomacy to communicate effectively with stakeholders that might have a difference of opinion regarding operational expectations.

## 3.3   Communication Knowledge and Skills

Knowledge

- Language comprehension
- Communication models
- Adult-learning principles
- Communication process and influence of feedback/effective listening
- Goals, expectations and deliverables
- Safety theory, hazard assessment, risk assessment and control techniques
- Effective meeting techniques
- Industry terminology and layman's alternatives

- Performance management and coaching techniques
- Company values and commitments relative to stakeholder concerns

Skills

- Audience analysis
- Provision of information and instruction
- Coaching
- Active listening
- Oral and written comprehension
- Negotiation ability
- Conflict management and conflict resolution
- Interpersonal relationships management
- Computer literacy
- Cultural awareness (e.g. race, religion, age etc.)

# 4.0 Operations
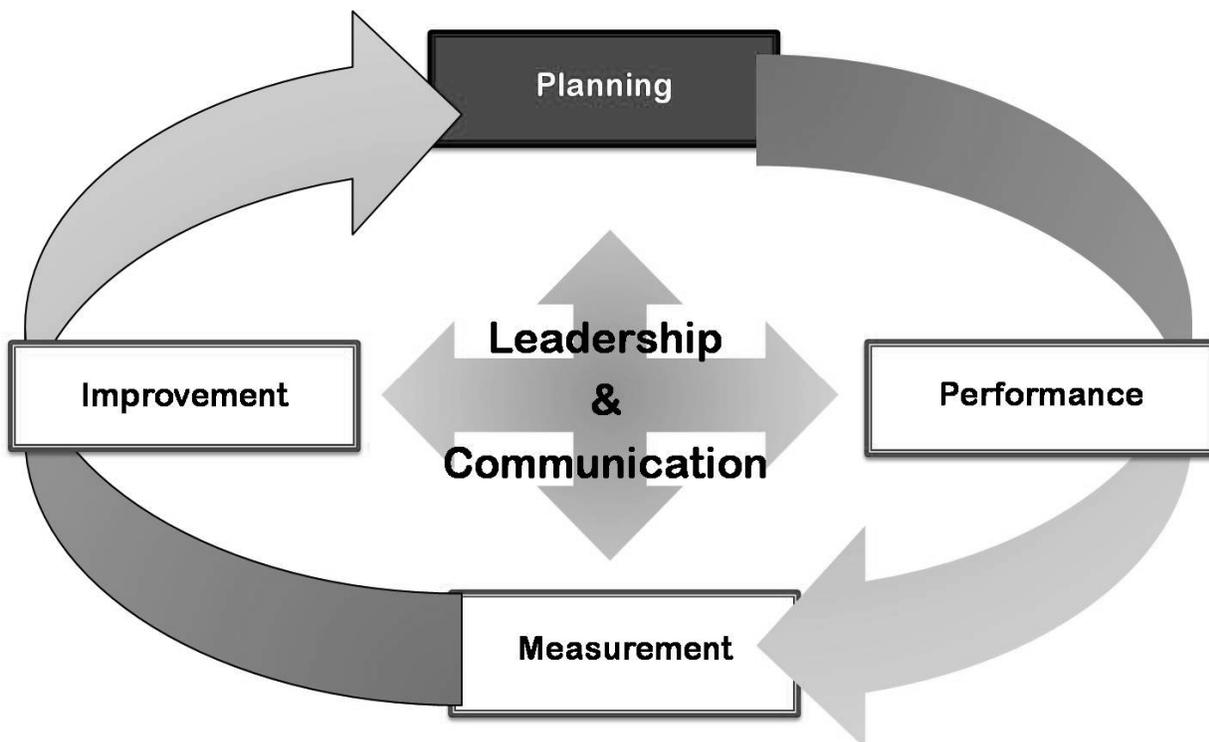


*Figure 3 Operations*

These recommended practices are a model for effective and efficient planning of operations, safety, environmental management and emergency response management.

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## 4.1     Operations

The Operations area of competency relates to coordinating and managing the project in accordance with the work plan. This involves both what is to be done and how it is to be completed. The activities within the operations competency range from planning and organizing to monitoring and management of change processes when activities must deviate from the initial scope of work.

### 4.1.1     Operations Activities

1. <u>Verify and provide continuous feedback to the work plan</u>
2. <u>Understand and apply authority and responsibility associated with the work plan</u>
3. <u>Ensure safe work systems, permits and agreements are in place and documented for all necessary activities (e.g. ground disturbance, pipeline crossing, hot work, etc.)</u>

### 4.1.2     Operations Activities Description

1. Verify and provide continuous feedback to the work plan

   Supervisors are usually involved in the development and review of the site work plan. Supervisors are aware of the project scope, outcome expectations, operational activities, limitations, restrictions, contractor qualifications and capabilities, and other matters.

2. Understand and apply authority and responsibility associated with the work plan

   - Coordinate and manage resources (e.g. people, materials, equipment)
   - Delegate authority and responsibility

   The supervisor's role is to facilitate the completion of the objectives to remain aligned with the vision, mission, values and principles of the company. Through leadership and management actions, a supervisor coordinates site operation and provides the planning, organization, direction, oversight and follow-up required to complete the work plan.

   Where the supervisor delegates activities, they will monitor to ensure such actions are undertaken.

3. Ensure safe work systems, permits and agreements are in place and documented for all necessary activities (e.g. ground disturbance, pipeline crossing, hot work, etc.)

   Unless these responsibilities are managed by someone else on behalf of the company, supervisors coordinate the arrangement of necessary permits, agreements, permissions and sign-offs associated with the work to be done.

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### 4.1.3    Operations Knowledge and Skills

Knowledge

- Company's work plans and operational strategies
- Details of work plans
- Duties, responsibilities and limits of authority
- Permits, agreements and work system requirements
- Company's management of change processes and responsibilities
- Operational standards and standard operating procedures
- Product and/or project quality standards
- Practical and technical aspects of the work activities

Skills

- Planning
- Delegation
- Time and project management
- Budgeting

### 4.1.4    Safety Management

The Safety Management competency highlights the activities of a supervisor as they relate to site safety performance. In general, the company defines the systems and processes to be used by its supervisors to manage worksite safety. The supervisors are then responsible for carrying out the duties and responsibilities as defined by company programs.

Applicable jurisdictional legislation places specific obligations on the company and on the supervisor directly for safety management responsibilities. The company's safety program should reflect these obligations in its safety management system. The supervisor is responsible for compliance with the duties and responsibilities prescribed by the company, as well as those imposed by legislation.

It is not the intent of this section to define or alter the intent or obligations of legislation. The reader should refer to the applicable jurisdictional legislation for specific regulatory responsibilities.

1. Define and monitor compliance to the site health and safety management plan or program
2. Conduct site hazard assessments and evaluate risk
3. Monitor and manage compliance

## 4.1.5   Safety Management Activity Description

1. Define and monitor compliance to the site health and safety management plan or program

A site safety management plan may be derived from the operator and/or contractor(s), but a decision as to which aspects of the program will be adhered to must be agreed upon and communicated prior to the start of the project. In such instances, the safety program should document how regulatory and company standards will be achieved.

All levels of supervision, whether in the office or in the field, share overall responsibility for site safety. Supervisors should have a thorough understanding of the safety plans in use, and the obligations and expectations contained in them. Supervisors should be able to recognize deviations from the safety plans. Supervisors monitor site activities for compliance and must immediately respond to deviations from the overall safety plan.

2. Conduct site hazard assessments and evaluate risk

   a) Identify hazards:

      - Conduct or review field-level assessments for site activities
      - Identify hazards for operations
      - Identify hazards for operations outside project scope of work

   b) Evaluate hazards:
      - Confirm hazard assessments and adequately document risk potential

   c) Control hazards by establishing control measures:
      - Verify hierarchy of controls (e.g. elimination, engineering, administrative, personal protective equipment) is properly applied
      - Communicate hazards and risk controls related to simultaneous operations between work groups
      - Verify implementation of risk controls related to concurrent operations

Supervisors are competent in the principles and practices of hazard identification, evaluation and risk control. Supervisors are responsible for the safety of all operations, whether singular or concurrent with others. They must be able to identify hazards presented by the simultaneous operations of various site activities. While a contractor may have identified hazards associated with their own operations, the supervisors monitor for hazards that may be generated by the concurrent operations of two or more work groups.

Supervisors conduct field-level risk assessments as required and evaluate the effectiveness of risk assessments completed by others on-site. The supervisors are able to recognize operations outside the planned scope of work and evaluate any new hazards those activities may present. Supervisors recognize when additional authorities or resources are required to deal with out-of-scope activities.

The supervisor evaluates available control strategies once hazards have been identified.

Finally, supervisors confirm that hazards presented by concurrent operations are clearly understood by all affected parties, and that the identified control strategies are implemented and are effective.

3.  Monitor and manage compliance

Supervisors must do everything that is reasonably practical to establish and maintain a system or process that will ensure compliance with applicable worksite jurisdictional legislation.

The employer is responsible for monitoring activities at the worksite to ensure that the health and safety system is functioning effectively. If an employer has a written agreement that assigns overall site-safety-management responsibility to a contractor, then the employer can monitor contractor compliance to the agreement.

Applicable jurisdictional legislation prescribes that a system or process be established that does everything reasonably practicable to ensure compliance with regulatory obligations. The company and the supervisors share in this responsibility. The company establishes the system or process that will ensure compliance to the extent possible, and then trains the supervisors in their roles and responsibilities within the system. Supervisors then fulfill the duties and responsibilities assigned to them.

Supervisors should also be aware of their individual duties and responsibilities under the applicable jurisdictional legislation for the site they are supervising. Various applicable jurisdictional legislation and statutes provide different obligations and responsibilities of a supervisor.

a)  Apply company safety management processes for contractor management:

- Supervisors are responsible for monitoring safety compliance on-site. Generally, the company establishes processes for qualifying or pre- screening third parties. Supervisors are expected to understand and comply with their duties and responsibilities under the company contractor compliance strategies.

b)  Verify that standards and procedures are in place to comply with company, industry and regulatory requirements through routine site inspections:

- In association with the standards set out in the company's safety management system, supervisors monitor site activities through routine inspections. Records should be kept of such monitoring activities as well as the results.

c) Monitor and ensure safe behaviour and perform behavior-based job observations:

- Ensure workers (company employees and contract workers) new to the position or task, receive orientation and direct supervision by a competent worker.
- Confirm workers understand hazards and controls
- Observe workers and take steps to address unsafe behaviour
- Document observations and action taken

Supervisors ensure that new workers, and workers new to a task or unfamiliar with the worksite hazards, are effectively supervised by a competent worker. This includes short-service workers that might be on- site for brief periods of time or to perform individual tasks not otherwise associated with the major work operations (e.g. surveyor, utilities locator). This applies to both the individual worker as well as the collective competencies of work crews and multiple work crews working together.

Supervisors confirm that workers understand and apply hazard identification, assessment and risk control in the workplace by doing facility inspections, observations and pre-job hazard assessment with workers.

Supervisors monitor the safe performance of work activities by observing worker behaviour and providing feedback in a coaching manner. Behavioural observations assess worker understanding and compliance with safe practices and procedures. Non-compliance observations behaviors and conditions are followed up to ensure the worker understands the correct practices and expectations. Behavioural observations, outcomes and comments on follow-up actions taken, as well as feedback provided, are recorded. Records may be used for trend analysis and maintained as due-diligence documentation.

While all workers should be observed through behavioural observation activities, supervisors should focus particular attention on workers new to a task or engaged in activities with high-risk and critical-control requirements. Supervisors ensure that participation of workers in behaviour based job observations is verified with documentation and the follow-up effectiveness is validated.

d) Stop use and/or remove unsafe tools, materials, equipment, environment and/or work practices or processes:

As part of their role in ensuring safety and regulatory compliance, supervisors address unacceptable risks whenever they encounter them on-site.

e) Verify workers are competent to perform the tasks required (such as equipment and machinery operation, have the appropriate trade certification for the job they are performing, etc.):

- Supervisors may spot audit training qualifications and records as prescribed by

the company's safety evaluation protocols. In addition, should a supervisor observe a worker completing a task or operating equipment outside of known safety standards, the supervisor would follow up to confirm worker competency for the task.

f)   Verify all hazardous materials on-site have been properly identified and workers have completed the required WHMIS training:

- Supervisors may spot audit WHMIS training, labeling and MSDS compliance as prescribed by the company safety evaluation protocol. Supervisors should take action to address deficiencies observed on the worksite.

g)   Apply and monitor safe working-alone situations:

- Supervisors ensure working-alone situations are assessed through formal hazard assessment processes. Supervisors should monitor their own activities for working-alone situations as well as observe for such situations at the worksite. Any such situation identified should be evaluated through formal hazard assessment documentation.

h)   Control site access security and public safety:

- Supervisors protect the public safety through adequate site-access controls and security. In the absence of company protocols prescribing site-control processes, supervisors should conduct a public-access and site-safety hazard assessment to define necessary protection requirements.

i)   Verify hazardous agent detection/monitors are in use and in good operating conditions (e.g. noise, NORM, gas, chemical, etc.):

- If a hazard/risk assessment has established specific controls for hazardous agent detection, the site supervisor observes that monitors, detectors and control systems are operational and capable of performing the intended function.

j)   Verify control of flammable substances procedures are in place:

- Detection and control of flammable substances is a necessity at worksites with flammable and explosive environments.

k)   Monitor the safety of equipment to be used:

- Verify proper inspection and maintenance
- Verify all safeguards are in place and functioning

- Verify equipment is installed, serviced and commissioned as per manufacturer's instructions or engineer's written instructions
- Verify compliance to legislation pertaining to specified equipment (e.g. welding, man-lifts, cranes, hoists, rig overhead equipment, scaffolding, etc.)

As described at the beginning of this section, the supervisor has a responsibility to monitor overall safety compliance in place at the worksite in association with the company's health and safety compliance strategy. The items listed in section three are examples of situations and responsibilities that should be addressed in the company's compliance strategy. The items contained here are often the responsibility of each employer or contractor on-site. It becomes the company/supervisor's role to monitor that proper safety practices and precautions, such as those listed here, are adhered to.

The company, through its supervisors, may monitor safety performance in a variety of ways such as contractor pre-qualification requirements, or contracts and written undertakings. An inspection and audit process at
the worksite will also serve to monitor and document compliance and due diligence.

l)  Monitor surface and mobile equipment placement and safe work distances:

- Supervisors should have a process to ensure these safety requirements are being met on the lease or worksite.

m) Verify transportation safety regulations and procedures are complied with (e.g. Transportation of Dangerous Goods, National Safety Council, provincial regulation, municipal regulation, etc.):

- Supervisors should have a process to ensure safety requirements are being met. This is the responsibility of each employer and contractor.

n) Verify workers are fit for duty (e.g. fatigue management, hours of work/service, drug and alcohol, etc. See Guide, Canadian Labour Standards – Hours of Work; Enform: Guide to Safe Work: Fatigue Management; Enform:  Alcohol and Drug Policy Model):

- Supervisors monitor the application of hours of work practices by workers on-site and confirm compliance with regulatory expectations. Supervisors also apply company policies relative to substance use and abuse.

### 4.1.6    Safety Management Knowledge and Skills

Knowledge

- Principles of safety management and OH&S systems
- Principles and processes of hazard identification, assessment and risk control
- Applicable jurisdictional legislation, duties, obligations and requirements
- Company safety management systems, practices and processes
- Basic safety initiatives and procedures (e.g. WHMIS, worksite inspection, etc.)
- Industry/company/site-specific hazards and controls
- Principles of behavior and performance management
- Principles and practical use of hazardous-agent monitoring equipment
- Procedures for detection and control of flammable substance
- Basic principles of equipment and machinery safeguards
- Transportation safety regulations
- Employment standards (e.g. hours of work and rest)
- Company drug and alcohol policies and procedures

Skills

- Prioritization and organization
- Attention to detail

### 4.1.7    Environmental Management

The Environmental Management competency describes supervisor activities to protect the environment and manage resource use in accordance with good stewardship practices. The company has specific industry and regulatory environmental duties and obligations. In general, the company establishes systems and processes to ensure compliance with the prescribed obligations and assigns specific duties and responsibilities to supervisors to ensure compliance.

The reader should refer to the applicable industry practices and environmental legislation for specific obligations.

1. Monitor compliance with applicable environmental legislation
2. Comply with site environmental management plan
3. Manage resources in a sustainable manner (land, water, air)

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### 4.1.8    Environmental Management Activity Descriptions

1.  Monitor compliance with applicable environmental legislation

Supervisors, through the company's environmental compliance strategies, will have specific duties and responsibilities to monitor environmental management activities and regulatory compliance.

2.  Comply with the site environmental management plan

- Communicate site environmental expectations and restrictions
- Communicate site environmental hazards and special issues
- Monitor compliance with environmental footprint provisions
- Ensure that environmental controls are being used (e.g. emissions, noise, water quality, fire breaks, etc.)
- Monitor spill prevention and control activities
- Monitor awareness and compliance with species-at-risk protection
- Track and report environmental events (normal and unplanned):

  o  Perform verbal and documented reporting as required
  o  Record emissions (e.g. NOx, SO2, H2S, gas volume flared, etc.)

- Manage impact to wildlife and vegetation:

  o  Supervisors are familiar with the company's environmental procedures and capable of monitoring and/or conducting the specific protection activities. Supervisors monitor general environmental management expectations and specific environmental issues and activities relative to site operations.
  o  Supervisors ensure workers are aware of the general and specific environmental actions required, and monitor compliance on behalf of the company.
  o  The monitoring of planned and unplanned emission releases, spills and cleanup activities, and the reporting and recording of other environmental activities as required, are the supervisors' responsibility unless other company representatives have been assigned such responsibilities.

3.  Manage resources in a sustainable manner (land, water, air)

- Minimize resource consumption and waste:
  o  Supervisors are responsible for the management of resource use and waste in compliance with company, industry practice and regulatory requirements.

## 4.1.9    Environmental Management Knowledge and Skills

Knowledge

- Principles and practices of environmental management
- Regulatory environmental duties and responsibilities (e.g. reporting criteria, emissions controls, waste disposal, etc.)
- Company's environmental policies, practices and procedures
- Industry initiatives and expectations
- Site-specific hazards and control strategies (e.g. spill/release response)
- Understand duty to report a contravention (internal and external)
- Understand site-specific approvals, permits and licenses

Skills

- Spill response training
- Reporting criteria (legislation)
- Emission controls
- Waste disposal
- Secondary containment
- TDG requirements
- Flaring requirements
- Wildlife plans/controls
- Vegetation management
- Water quality
- Fire plans
- Environmental auditing techniques
- Worksite expectations and restrictions

## 4.1.10    Environmental Response Management

The Emergency Response Management competency relates to emergency preparedness and the ability to effectively manage response to unplanned events.

1. Understand and apply company and regulatory Emergency Response Plan (ERP) expectations
2. Confirm ERP is suitable to potential emergency scenarios of specific worksite or project (e.g. fire, spill, release, etc.)
3. Provide emergency response information (including emergency contact information) and confirm availability at the worksite
4. Confirm understanding of ERP by all workers and contractors
5. Confirm ERP preparedness
6. Exercise ERP effectiveness (e.g. drills, table-top, etc.)

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7. Coordinate site logistics, resources and emergency management activities during initial phase of an incident until additional expertise arrives
8. Log incident activities and document results of exercises and incident events
9. Participate in debriefing and ERP improvement activities

## 4.1.11  Environmental Response Management Activity Description

1. Understand and apply company and regulatory ERP expectations

Supervisors are responsible for the initial response for any emergency that may arise. The company should have developed response strategies and supervisors should be adequately trained according to the emergency scenarios they are likely to face. Such training should include any actions or provisions necessary to achieve regulatory compliance in an emergency response.

2. Confirm ERP is suitable to potential emergency scenarios of specific worksite or project (e.g. fire, spill, release, etc.)

   a)  Complete site risk assessment documenting hazards and controls:

   - Supervisors should verify that the site ERP addresses foreseeable emergencies. Good/thorough planning before an emergency arises is critical to adequate preparation and timely response capabilities.

3. Provide emergency response information (including emergency contact information) and confirm availability at the worksite

Supervisors should confirm a correct and current emergency response plan including but not limited to, posted legal survey description (LSD), correct global positioning system (GPS) coordinates, telephone contacts (internal and external), directions to the site, directions to emergency care and a transportation plan.

4. Confirm understanding of ERP by all workers and contractors

Supervisors should ensure all personnel know their responsibilities. Supervisors will be the primary resource for site-specific emergency response information, such as an orientation to the site ERP and location of emergency equipment. The ERP should be readily accessible at all times.

Supervisors should confirm that all site personnel and visitors are familiar with emergency procedures.

5. Confirm ERP preparedness

Supervisors should ensure that resources are in place and in compliance with the ERP (e.g. alarms; rescue equipment; wind sock; muster locations; emergency contact list; suppression, such as water, fire, pressure and well control; and shutdown capabilities; etc.)

Through routine inspection, supervisors should ensure that the emergency equipment identified in the ERP is in place, remains available and is capable of performing its intended purpose throughout the lifecycle of the project or facility. Missing or defective equipment must be replaced without delay.

6. Exercise ERP Effectiveness (e.g. drills, table top, etc.)

The company will define the schedule and procedures for evaluating emergency response capabilities and supervisors are responsible to ensure they are carried out as defined.

7. Coordinate site logistics, resources and emergency management activities during the initial phase of an incident until additional expertise arrives

Supervisors should be capable of assessing an emergency and enacting the ERP as appropriate to the situation. The on-site supervisor may be the on-scene commander until the arrival of emergency response personnel or more senior or qualified company personnel. Supervisors are capable of coordinating initial emergency procedures, such as shut-down and evacuation, and initiating additional response resources as required.

Upon the arrival of emergency response personnel (e.g. fire, police, ambulance, etc.) the on-scene commander will be able to provide an overview of the situation and notify responders of any specific hazards and restrictions to be considered (e.g. location of compressed gases, toxic substances, etc.).

8. Log incident activities and document results of exercises and incident events

Supervisors will ensure an incident log is created during an emergency and record initial action taken and notifications made until relieved of such responsibility.

9. Participate in debriefing and ERP improvement activities

Supervisors are a key resource to be included in incident debriefing activities.

### 4.1.12  Environmental Response Management Knowledge and Skills

Knowledge

- Company's ERP, duties and responsibilities
- Site-specific hazards relative to ERP capabilities

- Emergency monitoring and response equipment operation
- Company's notification and escalation processes
- Response capabilities of other employers and contractors on-site
- Emergency shutdown and evacuation procedures
- Location and nature of specific dangers relative to emergency response personnel
- Incident log procedures and responsibilities

Skills

- Composure under pressure
- Stress management
- Fatigue management
- Understanding risk
- Decision-making abilities
- Multi-tasking capabilities
- Analytical nature

# 5.0   Performance
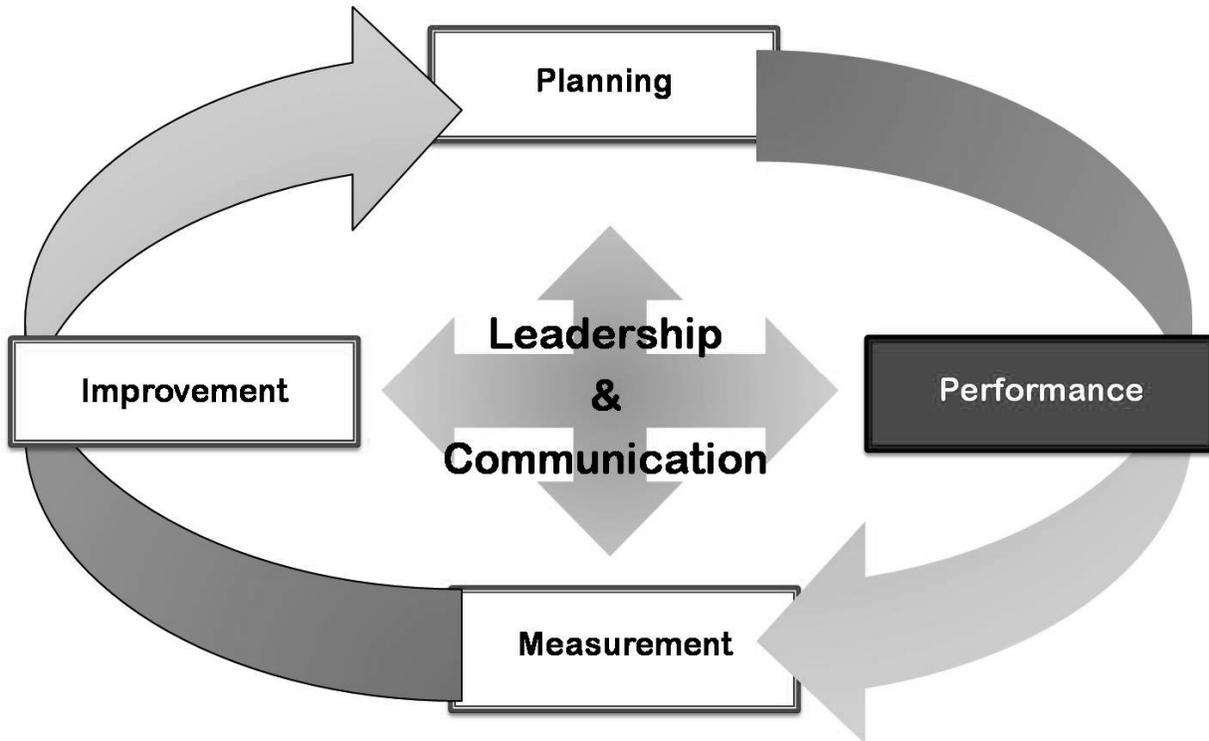


*Figure 4 Performance*

The Performance element highlights recommended practices for effective and efficient development, such as technical operations, incident management and investigation, incident documentation and record keeping.

## 5.1    Operations

The Operations area of competency in this section relates to managing the project in accordance with the work plan. This involves how it is to be completed.

Operations Activities

1. Communication of work plan
2. Management of site activities to achieve work-scope results
3. Following management of change (MOC) processes for activities outside project scope of work

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## 5.2 Operations Activity Descriptions

1. Communication of work plan

   It is vital that supervisors continuously communicate the work plan to employees on a regular and consistent basis. This will ensure that the project scope and expectations are being met.

2. Management of site activities to achieve work-scope results

   - Monitor for activities external to scope:

     o Ensure that contractor activities are within work scope

   - Monitor, record and report results
   - Manage schedule
   - Manage costs:

     o Recognize limits of spending authority

   - Manage quality:

     o Enforce compliance with maintenance programs
     o Monitor product or outcome quality to meet standards

   - Monitor compliance to standard operating procedures and industry practices
   - Monitor concurrent operations for introduction of additional hazards (complete risk assessment of concurrent operations)

At worksites with multiple employers or contractors, supervisors monitor the activities of all parties to maintain safety between concurrent or simultaneous operations.

In association with this responsibility, supervisors retain overall responsibility for site operations and activities. Supervisors continue to ensure that operations remain within the planned scope of work and, when required, initiate the appropriate management of change actions. Supervisors understand and work within their defined limits of authority. Such authority may pertain to cost allowances or the degree of decision making granted to assess risks and operate outside initial parameters.

Supervisors generate, maintain and retain documentation and reports on operational activities and results, and provide feedback to the various stakeholders as required. Supervisors monitor operational processes and practices to ensure activities progress within established operational standards. Supervisors also monitor product quality and/or outcomes to ensure the project achieves the desired results.

3. Following management of change (MOC) processes for activities outside project scope of work

- Monitor for MOC situations
- Notify and report MOC situations
- Provide input to risk assessment and control processes as required
- Apply MOC mitigations as defined

Supervisors understand and utilize the company management-of-change processes when operations will require activities outside the initial scope of work. Operational change presents hazards that may not have been identified or addressed within the original scope of work and operating plan. Supervisors are able to recognize situations that are out of the scope of the original plan and
take steps to address such activities before they commence.

Based on company procedures, supervisors may have capabilities and authority to assess and manage some operational changes in the field. Changes beyond the supervisors' authority are progressed as prescribed by the company's MOC practices. Generally, supervisors work with additional resources to evaluate the risks and define revised operating procedures. Additional assessment may then be required to contemplate the impact of the changes on other aspects of the site activity, such as concurrent operations.

Supervisors communicate the revised work plan to all affected parties and monitor the implementation of the new processes.

## 5.3    Operations Knowledge and Skills

Knowledge

- Company's work plans and operational strategies
- Details of work plan
- Duties, responsibilities and limits of authority
- Permits, agreements and work systems requirements
- Company's management of change processes and responsibilities
- Operational standards and standard operating procedures
- Product and/or project quality standards
- Practical and technical aspects of the work activities

Skills

- Planning
- Delegation
- Time and project management
- Budgeting

## 5.4 Operations Management and Investigation

The Incident Management and Investigation competency relates to the timely and effective response to worksite incidents such as injuries, near misses, minor spills and process disruptions. This competency also refers to the activities associated with incident investigation and developing corrective measures to prevent recurrence.

Incident Management and Investigation Activities

1. Manage incident response and reporting
2. Manage injury/disability
3. Manage property-damage incident
4. Manage environmental incident
5. Manage incident investigation

## 5.5 Incident Management and Investigation Activity Description

1. Manage incident response and reporting (NOTE: Not all incidents will fully activate an Emergency Response Plan)

- Confirm first aid, spill kits and other emergency equipment are available
- Confirm incident reporting expectations are understood
- Apply criteria for alcohol and drug testing
- Confirm internal notifications have been completed
- Confirm external reporting requirements are met (e.g. OHS, WCB, environment ministry, energy regulator, etc.)

Effective actions in the beginning stages of an incident can significantly mitigate the extent of injury, damage or loss suffered from the event. However, the supervisor must be aware of an incident in order to initiate such loss-saving activities. Supervisors should make incident reporting expectations clearly understood.

Based on the company's policies and procedures, post-incident and reasonable- cause drug and alcohol testing may be required. Supervisors understand the company's policy on testing and know how to initiate testing when necessary.

Such actions should be made clear to employers and contractors in advance of site operations.

Supervisors recognize and apply the incident-reporting requirements of their company and ensure timely and accurate reporting of incidents. Supervisors are also aware of regulatory reporting obligations and assist their organization in meeting those expectations.

2. Manage injury/disability

- Manage incident/injury and arrange for medical aid as required
- Apply disability injury/illness case management and modified duties program processes

Quick response to the needs of an injured worker minimizes suffering and the overall impact of an injury incident. Supervisors should confirm that first aid and any additional medical aid that is required is coordinated efficiently.

First-aid-case-management to return to work or modified-duties programs can often enhance recovery times and reduce overall incident costs. Addressing this intervention early in the incident follow-up process ensures an injured worker understands the availability of alternate work arrangements and the expectation that this will be discussed with the treating physician. Supervisors will want to ensure the employer of an injured worker initiates this type of intervention when appropriate.

3. Manage property-damage incident

Supervisors recognize the value in following up on even minor property-damage incidents to ensure corrective action is taken before a more serious incident occurs. Supervisors are also aware of the types of incidents that must be reported and investigated in compliance with legislation.

4. Manage environmental incident

Supervisors are aware of company expectations and environmental legislation pertaining to spills and releases and are capable of effectively responding to environmental incidents.

5. Manage incident investigation

- Manage and secure the incident scene
- Protect others from harm
- Protect and gather evidence:

  o Obtain photographs and site sketches

- o   Obtain samples and physical evidence
- o   Obtain documentation (e.g. equipment and training records)
- o   Obtain witness statements
- o   Obtain witness interviews

- Evaluate evidence and determine incident cause
- Make recommendations
- Follow-up and document what corrective measures have sufficiently addressed the hazards/risks

Incident investigation should commence as soon as medical aid and other emergency measures have been initiated. An incident scene can be a hazardous situation as people, materials and equipment may be in unusual places or in unusual condition. An incident scene may require the following:

- Securing the site
- Hazard/risk assessment and control
- Recovery plan

Supervisors may eventually be assisted by others in the investigation process. However, their initial efforts to gather evidence may be critical to the final determination of cause and corrective actions. The quality of evidence degrades quickly, whether in the form of witnesses' memories or the placement or characteristics of things at the incident scene. Supervisors need to evaluate the situation and begin to protect and gather evidence as soon as possible. Information such as area photographs, location names and contact information of witnesses should be gathered quickly. Other variables that may change with time should be recorded immediately.

It is often easy to identify the immediate cause of an incident, such as an unsafe act or condition. Determining the underlying root causes may require a broader understanding of incident analysis than the supervisor possesses. Taking action to mitigate the surface issues without addressing the underlying concerns leaves the door open for a repeat incident. Recommendations to prevent recurrence must focus on underlying, systemic causes.

The final step in incident investigation is the follow-up. This must ensure that corrective actions are implemented and monitored to determine their effectiveness in addressing the underlying causes. Where changes are made to the company's processes or procedures as a result of an incident investigation, the follow-up ensures that supervisors and others affected by the change are aware of, and able to implement the revised processes. Supervisors should be aware of incidents that have occurred in operations similar to those which they are managing, and they should be able to implement the corrective measures resulting from the investigation of such other incidents.

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## 5.6 Incident Management and Investigation Knowledge and Skills

Knowledge

- Company's incident reporting, response and investigation procedures
- Company's and contractor's injury, illness and disability-case-management practices
- Site first aid response strategy, capabilities and the adequacy of supplies
- Site emergency services contact and coordination strategy
- Company's drug and alcohol testing protocols and procedures
- Company's incident-reporting requirements
- Regulatory incident-reporting requirements (if in addition to company reporting processes)
- Incident causation and investigation theory (processes, root-cause finding)
- Evidence gathering techniques (sample taking, interviewing witnesses)
- Incidents on similar work projects and the corrective actions implemented if not already part of company expectations

Skills

- Empathetic and caring
- Accurate
- Methodical
- Objective
- Analytical

## 5.7 Documentation and Recordkeeping

The Documentation and Record Keeping competency pertains to accurate documentation and retention of information required by the company, industry best practices and regulatory obligations.

1. Complete company, industry and regulatory documentation as required
2. Confirm documentation is retained and distributed as required
3. Ensure confidentiality requirements are met

Documentation and Record Keeping Management Activity Description

1. Complete company, industry and regulatory documentation as required

    a) Confirm availability of required documentation for scope of work:

    - Define a list of documentation required for project scope

b) Confirm documentation is completed fully and accurately
c) Monitor documentation is completed in a timely manner:

- Record keeping is a necessity and supervisors are often the only company representative to monitor and record activity. Supervisors have many documentation obligations. Supervisors must understand the records that are to be maintained and have the necessary paperwork or computer program available to record the required information. Accuracy, legibility and thoroughness are important features of records. Ensuring reporting of the information in a timely manner is a critical component of a supervisor's responsibility.

2. Confirm documentation is retained and distributed as required

a) Distribute reports and documentation as required
b) Retain documentation for company records in prescribed manner:

- There are several legal and company requirements related to record keeping, reporting and retention. Generally, the company will develop these requirements into a supervisor's list of responsibilities to ensure such standards are maintained.

3. Ensure confidentiality requirements are met

The confidentiality of certain records is also protected by law and often by company protocols. Worker information, for example, must be carefully controlled to maintain compliance with regulatory requirements around privacy.

## 5.8 Documentation and Recordkeeping Knowledge and Skills

Knowledge

- Documentation and record-keeping duties and responsibilities
- Documentation and report-distribution and retention procedures
- Use of specific forms and computer programs

Skills

- Accuracy
- Timeliness
- Legibility
- Literacy

- Computer literacy
- Ethical
- Integrity

# 6.0   Measurement
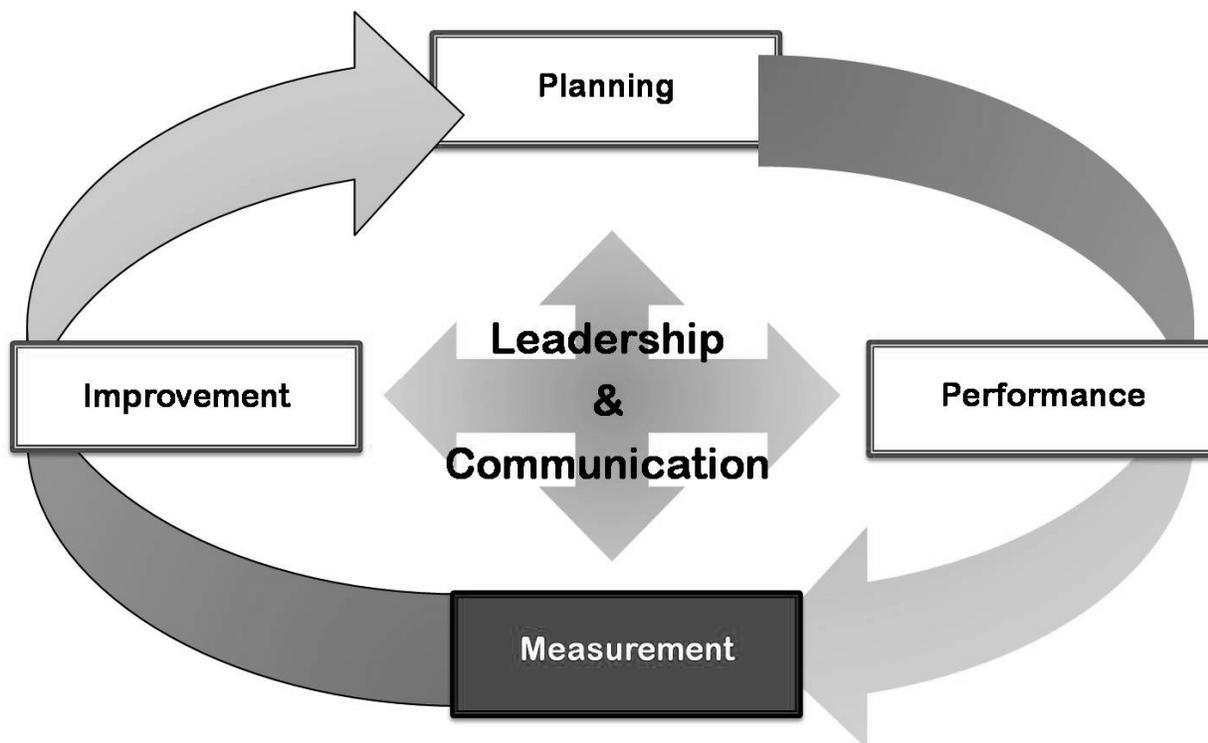


*Figure 5 Measurement*

The Measurement element highlights recommended practices for effective and efficient measurement, such as assessment techniques and training. Assessment is an essential component of competent supervision. Since each employer may define roles and responsibilities uniquely, the Assessment Tools (Appendices 3, 4 and 5) provide sample competency-assessment criteria and strategies. Employers may find these resources helpful in modeling their own competency-management system.

## 6.1   Supervisor Competency Assessment

The supervisory competency assessment process includes a six-step, two-tier process as outlined below and in the supervisory-competency assessment process diagram (Figure 4).

Pre-qualification

Step 1:   Candidate screening. This step involves high-level screening of the candidate supervisor to determine if the individual has an adequate background, as well as the knowledge and training required for the scope of work to be supervised. Tools to consider for assessment include: company specific hiring criteria, industry expectations, characteristics and attributes (Appendix 2), attributes assessment tool (Appendix 3) and a company-specific training matrix. A decision point occurs at the end of this step if the candidate is to be coached in the improvement required and not accepted at that time, or to continue with the assessment and provide the leadership development required. Refer to minimum training requirements for applicable associations, e.g. IRP Volume 7-2008: Standards for Wellsite Supervision of Drilling, Completion and Workovers.

Step 2:   Candidate evaluation. In this step the knowledge, skills and desire of a candidate supervisor is assessed through a discussion using situational and behavioural questions. This step is intended to be completed by trained assessors who are able to ask open ended questions in a fashion that are relevant to the specific supervisor position and scope of work to be supervised. Example assessment questions are included (Appendix 4) as tools to consider and can be used to evaluate candidate supervisors; however, all companies are encouraged to develop their own questions to fit their culture and specific requirements. A second decision point occurs at the end of this step if the candidate is to be coached in the improvements required and not accepted at that time, or to continue with the assessment and provide the leadership development required.

Step 3:   Candidate orientation and competency training. This step involves ensuring the candidate supervisors are provided with orientation and training as required to meet the company-specific standards, values and principles. The Supervisor Attributes Assessment Outline (Appendix 3) may be used as one tool to assess attributes and in turn build a company specific training matrix for the supervisor to ensure competency training is noted and followed through to completion. Following the assessment, a third decision point occurs at the end of this step if the candidate is to be coached in the improvements required and not accepted at that time, or to continue to have them begin supervising (with restrictions based on development required) and provide the leadership development required.

On-site Evaluation

Step 4:   Begins supervising. In this step the candidate begins to supervise at the worksite. An on-site assessment for how well the supervisor is able and willing to meet standards and expectations is required to truly validate their competency. The Supervisor Attributes Assessment Outline (Appendix 3) as well as the Example Development Scorecard (Appendix 5) is provided for use as an on-site assessment tool. The development needs identified within Steps 1 through 3 should also be re-assessed and followed up during the on-site assessment. Retention is based on demonstrated leadership and their ability to achieve/create a safe worksite where "Zero Harm" occurs.

Step 5:     Ongoing evaluation begins.  Depending on the results of Step 4, ongoing site assessments may be scheduled at intervals determined to be appropriate for the individual supervisor's needs. The Supervisor Attributes Assessment Outline (Appendix 3) as well as the Example Development Scorecard (Appendix 5) is provided to use as on-site assessment tools. The development needs identified within Steps 1 through 4 should also be re-assessment and followed up during the on-site assessments and adjusted as required. Retention is based on demonstrated leadership and the ability to achieve/create a safe worksite where "Zero Harm" occurs.

Step 6:     Continual improvement. To ensure sustained supervisor competency, it is important to encourage continuous improvement. Retention is based on continual demonstrated leadership and the ability to achieve/create a safe worksite where "Zero Harm" occurs.

Pre-qualification
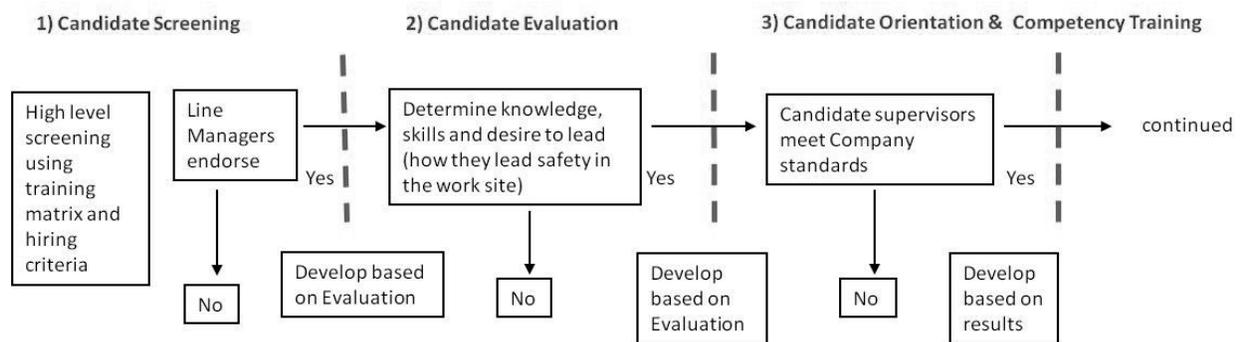


Figure 6 Supervisor Competency
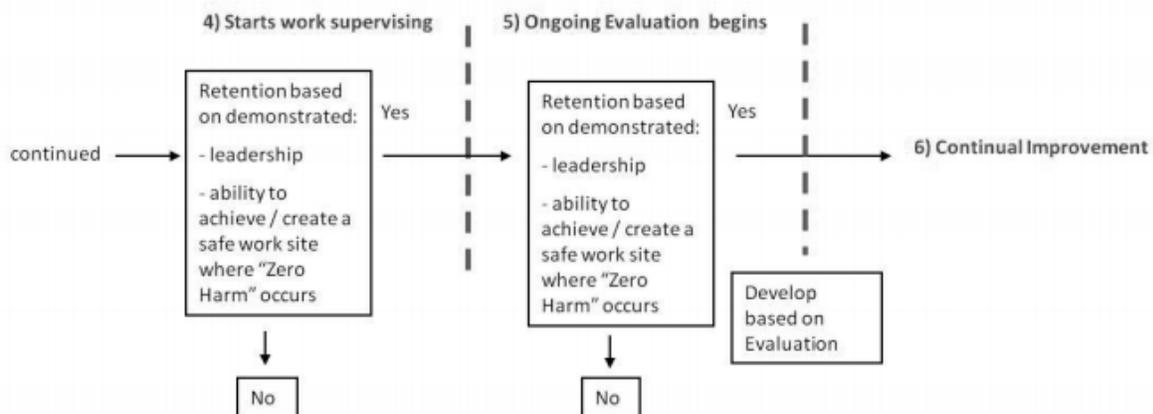


*Figure 7 On Site Evaluation*

# 7.0    Improvement
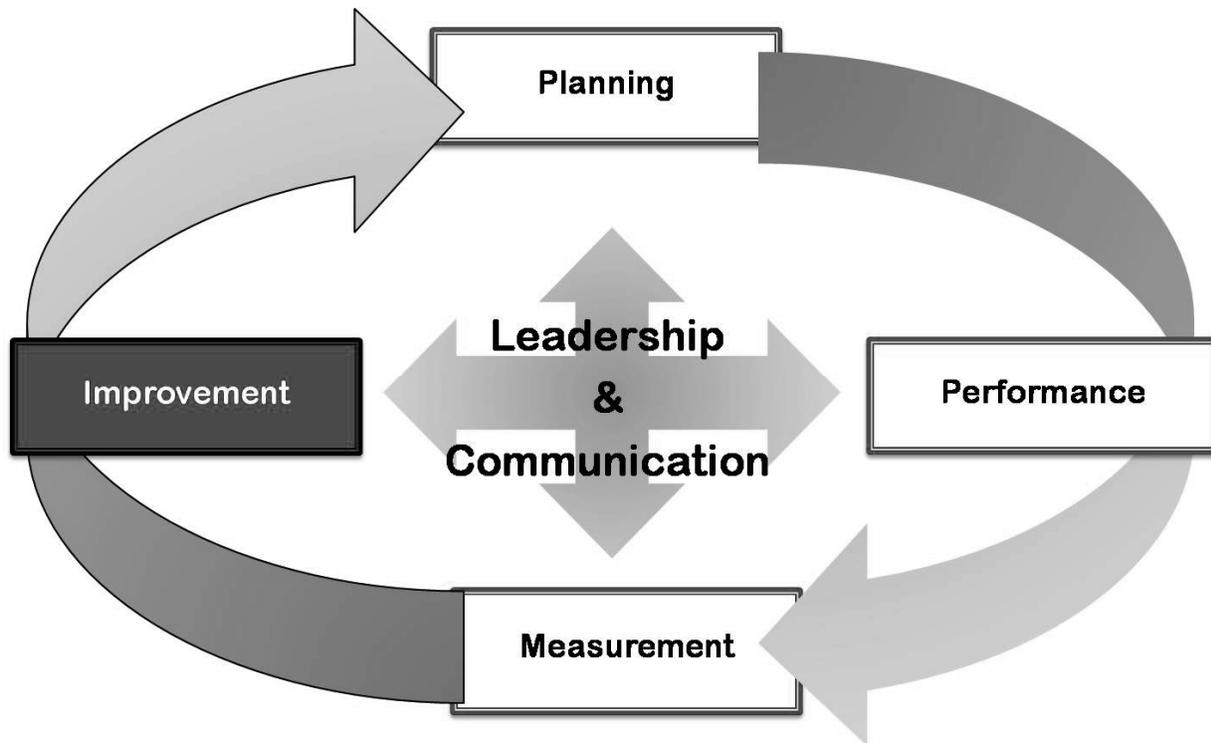


*Figure 8 Improvement*

The Improvement element highlights recommended practices for continuous improvement.

## 7.1    Measurement

Assessment and performance feedback are the key to continuous improvement when learning is applied effectively. A continuous improvement cycle (Figure 5.2) should be in place within each organization to provide performance feedback and facilitate individual development.

The keys steps include:

1. Leadership and planning
2. Performance and measurement
3. Continuous improvement

1. Leadership and planning

The supervisor provides site management and leadership in association with the role the employer defines. The systems and processes developed by the

company establish the responsibilities and activities of the supervisor. Legislation in areas such as environment and occupational health and safety also prescribe specific duties of a supervisor.

2.  Performance and measurement

Supervisors perform their activities to expectations set by the employer. The supervisor takes responsibility for overall operational performance at the project site. This includes coordinating operational activities and monitoring third-party performance from a corporate due-diligence perspective. The supervisor's performance is evaluated through a competency-management system. This system measures performance against established corporate standards and provides the supervisor with feedback regarding his or her performance.

3.  Continuous improvement

Supervisors continue to enhance their competency through development activities, such as further education and training, keeping up with regulatory changes, additional practice and coaching, and the ongoing formal feedback system.

## LEADERSHIP

- Lead by example with positive attitude
- Provide vision, define expectations
- Show integrity, honesty and high ethics
- Manage accountability
- Promote stewardship

## IMPROVE

- Ongoing performance feedback and coaching
- Improvement objectives and timelines
- Development planning (knowledge, skills)
- Track and report progress
- Continuous improvement

## PLAN

- Corporate roles and responsibilities
- Project objectives and timelines
- Safety, environment and stewardship plans
- Performance standards/measurement
- Hazard-assessment and mitigation plans
- Emergency Response Plan (ERP)

## CONTINUOUS IMPROVEMENT CYCLE

## MEASURE

- Competency Management System
- Written duties and responsibilities
- Defined skills, knowledge, abilities
- Performance evaluation metrics
- Performance assessment methodology

## PERFORM

Activities defined in competency areas:
- Communicate expectations and results
- Coordinate work processes
- Monitor performance against standards
- Achieve defined outcomes
- Direct workers in support of the work plan
- Complete and retain documentation

ENERGY
SAFETY
CANADA

# Appendix A:   Actonyms and Glossary

| | |
|---|---|
| Ability | Capacity or power, a natural aptitude to do something successfully or well |
| Activity | A task or segment of work to be done |
| Adult Education | Adult education is the practice of teaching and educating adults. The practice is also often referred to as Training and Development. |
| Channel Selection | A decision process to determine the best way to communicate the message either through visual, oral or written mediums. Factors for choosing one channel over another include the urgency of the message, the need to document the communication, the need for feedback, and more. |
| Company | A number of persons united or incorporated for joint action, especially for business |
| Competence | The ability to do something well, measured against a standard, relative to a specific job using skills, knowledge, abilities and qualifications |
| Competency Management System | An ongoing process that defines, evaluates and provides feedback on individual competency and facilitates continuous improvement |
| Competent | A term used to describe a person who has the skills, knowledge and training to consistently perform specific work activities according to predefined standards. It is the ability to apply skills, knowledge and training in a specific working environment. |
| Concurrent | Existing or in operation at the same time or together |
| CSA | Canadian Standards Association |
| Cultural Awareness | Cultural awareness involves continually developing awareness of other cultures to assist in the performance of professional duties |
| Decoding | A process where the receiver takes the message received and translates it into his/her own experience. Communication is effective when the message decoded is the same as the message that was originally sent. |
| Desire | Intrinsic drive or motivation to meet or exceed expectations |

| | |
|---|---|
| Due Diligence | Generally, due diligence refers to the care a reasonable person should take before entering in an agreement or transaction with another party |
| Emergency | Sudden state of danger requiring immediate action |
| Employer | A person or business that employs one or more people, especially for wages or salary |
| ERP | Emergency Response Plan |
| Ethical | Acting in accordance with the rules or standards for right conduct or practice, especially the standards of a profession (e.g. it is not ethical for employees to accept gifts from contractors over $15). |
| Feedback Loop | A term describing a situation when a receiver sends a response to the sender to inform him/her that the information has been received. Ideally, the receiver relates his/her interpretation of the communication received and it matches the original message from the sender. |
| GPS | Global Positioning System |
| Hazard | A condition that presents a source of danger or has the potential to create an unwanted and unintended effect on people's safety or health, on property, or the environment |
| Hazard Assessment | A structured process of identifying hazards |
| Incident | An undesired event that results in harm to people, damage to property, or loss of the ability to conduct business processes. Incidents result from contact with a substance or source of energy (hazard) above the threshold limit of the body or structure. |
| Integrity | A term used to describe a consistency of actions, values, methods, measures, principles, expectations and outcomes |
| IRP | Industry Recommended Practice(s) |
| Jargon | The language, in particular the vocabulary, particular to a specific group or industry |
| Knowledge | The state of knowing through the practical or theoretical understanding by being acquainted with the facts, truth or principles of a subject |
| KPA | Key Performance Area |
| LSD | Legal Site Description |

| Message Encoding | The process of taking the information to be conveyed and translating it into symbols to convey the message. The symbols can be language, words, or gestures. |
| --- | --- |
| MOC | Management of Change |
| Near Miss | An unplanned event that did not result in injury, illness or damage, but had the potential to do so. Only a fortunate break in the chain of events prevented an injury, fatality or damage. |
| NORM(s) | Naturally occurring radioactive material(s) |
| NSC | National Safety Code – obligations related to commercial vehicle operations |
| On-Scene Commander | The individual responsible for the management of a response to an emergency |
| Professional Behaviour | 1. Maintaining a professional manner; 2. Acting/behaving in a manner that enhances the reputation of your enterprise; 3. Avoiding exhibitions of non-business-related attitudes. |
| Project | A collaborative enterprise, frequently involving research or design that is carefully planned to achieve a particular result |
| Risk | Determined by combining the probability that an event/incident will happen and the amount of damage (harm, impact, severity of consequence) that can be caused when something of value is exposed to a hazard |
| Risk Assessment | A structured method for identifying and evaluating risks |
| Safety Management Plan | A site-specific document that defines how safety will be achieved |
| Safety Program | An organization's overall safety management system or a specific portion of the overall system (e.g. an element of the whole) |
| Site | The work location |
| Skill | Ability to do something correctly relative to technique and expertise |
| Social Responsibility | A term used to describe understanding one's responsibility for care of the community, environment and workforce |
| Supervisor | This guideline views supervision as being shared between two levels of management: |

1. the employer's representative with immediate site responsibilities; and

2. the person they are responsible or report to within the organization (e.g. Site Supervisor, Project Foreman, Superintendent, Project Manager).

| | |
|---|---|
| Stewardship | Commitment to responsible development and continuous improvement in environment, health and safety, and social responsibility |
| Task | A segment of work to be done |
| Worker | A person engaged in an occupation |
| WHMIS | Workplace Hazardous Material Information System |

# Appendix B:   Characteristics and Attributes

The below attributes are observable and can be used to assist in the pre-qualification candidate screening (see Step 1 candidate screening).

A competent supervisor uses a range of leadership styles based on the needs of the situation. Competent supervisors understand the need to demonstrate potentially contradictory attributes such as assertive and facilitative or patience and time management depending on the situation.

The Supervisor Competency Guideline incorporates the principle of continuous improvement. Industry associations and member companies are encouraged to apply continuous-improvement processes in the application of this guideline. Measuring and providing feedback to supervisors in the areas of leadership, communication and other interpersonal skills reflects a focus towards enhancing supervisors' abilities and performance. It is recognized that each industry association and member company may use this guideline in different ways based on the nature of their management systems and processes.

Table 1: Characteristics and Attributes of a Competent Supervisor

| Characteristics and Attributes: | | | |
|---|---|---|---|
| Ethical | Honest | Experienced | Thorough |
| Authoritative | Socially Responsible | Community Minded | Able to Multitask |
| Punctual | Assertive | Motivated | Objective |
| Analytical | Delegator | Effective Listener | Level Headed |
| Effective Communicator | Strategic Thinker | Approachable | Culturally Aware |
| Technically Knowledgeable | Calm | Non-judgmental | Caring |
| Organized | Patient | Environmentally Aware | Aware of Stakeholder Issues |
| Positive | Accurate | Computer Literate | Facilitator |
| Skilled in: | | | |
| Time Management | Managing Performance | Verbal and Written Comprehension | Crisis Management |

| Interpersonal Skills | Fit-for-Duty Issues | Fatigue Management | Risk Management |
|---|---|---|---|
| Stress Management | Fact-based Inquiries | | |
| Be able to: | | | |
| Lead by Example | Build Confidence in Others | Show Integrity | |

# Appendix C:   Supervisor Attributes Assessment Outline

This outline can be used to complement the overall Supervisory Competency Assessment Process (see Figure 4.2, Steps 1, 3 and 5) and can be used to prepare a company specific training matrix. This outline of supervisor attributes can be used to build criteria for prequalification candidate screening as well as, ongoing evaluation on-site. The attributes below are meant to be flexible relative to the position being assessed. The user should understand that not all attributes will be applicable for every supervisor role. These are identified areas that should be assessed based on knowledge, skill and desire. All three of these characteristics should be in balance to ensure competency.
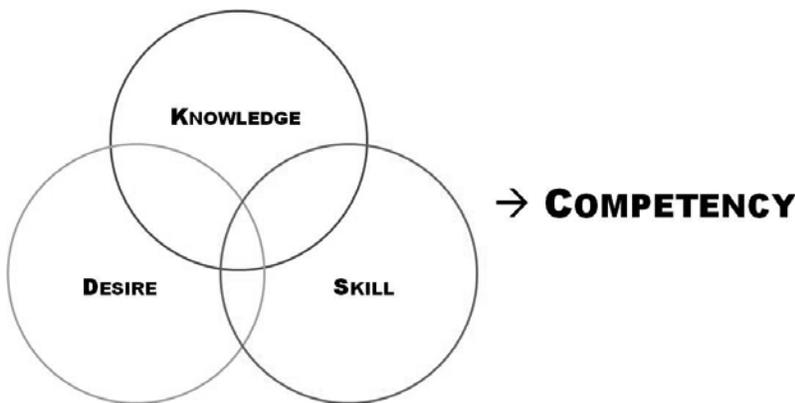


| SUPERVISOR ATTRIBUTES ASSESSMENT OUTLINE | | |
|---|---|---|
| LEADERSHIP | Required (Yes/No) | Position |
| Company Core Values and Principles | | |
| Industry Recommended Practices (Work Specific, e.g. IRP #7) | | |
| Problem Solving | | |
| Project Management | | |
| Team Building | | |
| Community Relations | | |
| Managing Resources | | |
| Workforce/Crew Collective Competency | | |
| Contractor Management | | |
| Other – Assess | | |

| COMMUNICATION | Required (Yes/No) | Position |
|---|---|---|
| Coaching and Performance Feedback | | |
| Effective Communication | | |
| Industry Terms and Jargon | | |
| Interacting with Key Stakeholders | | |
| Facilitating Effective Meetings | | |
| Learning Principles | | |
| Facilitating Learning | | |
| Active Listening | | |
| Oral and Written Comprehension | | |
| Conflict Resolution | | |
| Cultural Awareness | | |
| Other - Assess | | |
| Safety Management | Required (Yes/No) | Position |
| Company Specific Orientation | | |
| WHMIS | | |
| TDG | | |
| Regulatory Compliance (e.g. OH&S, ERCB, etc.) | | |
| Safety Program, Process and Tools | | |
| Ground Disturbance | | |
| Hazardous Atmosphere Management | | |
| Safety Management(cont.) | Required (Yes/No) | Position |
| Alcohol and Drug Policies and Procedures | | |
| Employment Standards | | |
| Hazard Identification, Risk Assessment and Control | | |
| Security Management | | |
| Office Safety | | |
| Workplace Violence/Harassment | | |
| Confined Space | | |
| Fall Protection and Planning | | |
| Energy Isolation and Control | | |
| Permit to Work (e.g. Hot Work, etc.) | | |

| | | |
|---|---|---|
| Managing Worker Risks Relative to Weather Conditions | | |
| Working Alone | | |
| Respiratory Protection | | |
| Personal Protective Equipment | | |
| Journey Management | | |
| Driving Safety | | |
| Fatigue Management | | |
| Electrical Safety | | |
| Fire Prevention and Awareness | | |
| Inspections and Audits | | |
| Noise Management and Hearing Conservation | | |
| First Aid Requirements (OH&S) | | |
| Other – Assess | | |
| Environmental Management | Required (Yes/No) | Position |
| Species at Risk Act (SARA) Compliance | | |
| Monitoring and Reporting Compliance | | |
| Spill Prevention | | |
| Waste Management | | |
| Emission Controls and Management | | |
| Wildlife Awareness and Management | | |
| Company Environmental Expectations, Policies and Practices | | |
| Meeting Regulatory and License Conditions | | |
| Water Conservation and Management | | |
| Other – Assess | | |
| Emergency Response | Required (Yes/No) | Position |
| Mutual Aid Agreements | | |
| Internal and External Reporting and Notification | | |
| Emergency Preparedness | | |
| Emergency Response | | |
| Managing Media Relations | | |
| Critical Incident Stress Management | | |
| Other – Assess | | |

| Incident management and Investigation | Required (Yes/No) | Position |
|---|---|---|
| Injury Illness Claims Management/Return to Work | | |
| Notification/Reporting Criteria | | |
| Securing/Preserving Incident Scene and Information | | |
| Information Gathering (e.g. interviewing, etc.) | | |
| Immediate and Root Cause Analysis | | |
| Developing Corrective and Preventative Actions | | |
| Other – Assess | | |
| Operations | Required (Yes/No) | Position |
| BOP/Well Control | | |
| Facility Construction | | |
| Project Equipment Mobilization | | |
| Geophysical Data Acquisition | | |
| Slashing and Timber Cleaning | | |
| Road and Lease Construction | | |
| Pipeline Construction | | |
| Surveying | | |
| Well Testing | | |
| Well Completion and Servicing | | |
| Production | | |
| Abandonment and Reclamation | | |
| Management of Change Process | | |
| Work Plans | | |
| Understanding and Applying Limits of Authority and | | |
| Licensing and Agreements | | |
| Cost Management | | |
| Operations (cont.) | Required (Yes/No) | Position |
| Quality Management | | |
| Schedule Management | | |
| Concurrent Operations | | |
| Aircraft/Helicopter | | |
| Forklift/Crane | | |

| Other – Assess | | |
|---|---|---|
| Documentation and Record Keeping | Required (Yes/No) | Position |
| Company Documentation Practices (including industry and | | |
| Use of Forms | | |
| Use of Computer Programs | | |
| Filing and Retention | | |
| Management of Protection of Information | | |
| Distribution and Timing of Protocols | | |
| Other - Assess | | |

# Appendix D:   Assessment Questions

The assessment process described below can be used to evaluate candidate supervisors (see Figure 4.2, Step 2 candidate evaluation). The questions below are meant to be flexible relative to the position being assessed. The user should understand that not all questions will be applicable for every supervisor role. These are identified areas that should be assessed based on knowledge, skill and desire. All three of these characteristics should be in balance to ensure competency.

Behavioural Interviewing

The majority of the assessment questions within this tool are behavioural based. Behavioural-based interviews are used to examine how the supervisor previously reacted or "behaved" in specific situations. Supervisors will draw on their own real-life experiences to discuss how they handled various issues. Past behaviour is used as a predictor of future behaviour. It is the assessor's job to determine if the supervisor's previous behaviour is desirable to the organization and the role.

When using this assessment tool, it is recommended you take the SITUATION/ ACTION/ OUTCOME approach. That is, ask the supervisor to call on their past experiences to:

1.  Recount a specific event, activity, or SITUATION
2.  Discuss their own ACTION or reaction to the event or situation
3.  Outline the OUTCOME or final result

Assessing Technical Competencies

This assessment tool targets general competencies required for the supervisor responsible for site management and extends to the leadership of the core service providers. Some technical questions have been included in this tool; however, it is imperative that the questions are tailored and constructed to meet the organization's specific needs.

Quick Tips on Assessing Through Interviews

*   Structure your interview and decide on the questions you will use beforehand
*   Tailor your questions to your organization's values and needs
*   Encourage the supervisor to choose situations that are relevant and recent
*   Ask for examples of successes as well as failures to get a balanced view of the candidate's behaviour at work

Examples of Probing Questions:

*   Can you explain what you mean by…?
*   Can you provide me an example of…?

- How did you handle that?
- What did you learn from the experience?
- What was your involvement in…?

LEADERSHIP

Key behaviours/actions or points to watch for:

- Uses appropriate interpersonal styles and methods to inspire and guide individuals toward goal achievement
- Recognizes his or her own natural leadership style
- Motivates action in others
- Is capable of adapting style
- Coaches
- Leads by example
- Facilitates change
- Is a persuasive and skilled negotiator
- Possesses a proper attitude/etiquette
- Applies active intervention with inappropriate behaviour
- Has clear objectives and expectations

Assessment exercises to choose from:

- Have you ever needed to modify the goals of your team to align them with the overall goals of the organization? How did you go about achieving alignment?
- Describe a situation when you had to get your staff to implement a policy or decision they did not agree with?
- What are your accountabilities relative to your job?
- What is the toughest group that you have had to gain cooperation from? What did you do?
- Describe a decision you made recently that was unpopular with your staff. How did you handle it?
- Describe a time when you had to lead a group to achieve a specific outcome.
- Give me an example of a time when you had to ensure that your "actions spoke louder than your words" to a team. Why?
- Tell me about a time when you demonstrated your leadership qualities.
- Tell me about a time when your actions inspired others to work towards achieving a common goal.
- Tell me about a recent problem you had at work. How did you solve it?
- Give me an example of a time when you had to discipline someone. How did you go about it?

- Give me an example of a time when you have fostered motivation in your employees.
- Tell me about two of your direct reports/team members or other work groups who are most different from one another. How do you change your leadership to suit?
- Tell me about a time your coaching or mentoring helped a staff member improve their performance.
- In your opinion, what is the most successful method to lead and motivate others?
- Please provide an example of when you've used this method in the workplace.
- Tell me about a time when you led a group in which some of the members did not work well together. How did you deal with it?
- On the worksite, what are the expectations you demand of yourself? What do you expect of others?

COMMUNICATIONS

Key behaviours/actions or points to watch for:

- Possesses effective communication skills – recognizes barriers, strategies to overcome
- Is an active and effective listener
- Confirms understanding
- Uses style, language and tone appropriate to audience
- Expresses ideas clearly and logically
- Provides clear and concise instruction
- Possesses effective facilitation and meeting skills

Assessment exercises to choose from:

- Describe what you believe are essential communication skills.
- Tell me about a time you had difficulty communicating an idea. What was your approach? Did it work?
- Describe how you adapt your communication style for your audience.
- Describe a situation where there were barriers to effective communication. How did you address them?
- What communication techniques would you use to resolve a significant disagreement between you and one of your peers and/or direct reports? What steps would you take?
- Explain how you would lead an effective meeting.

PLANNING

(OPERATIONS, SAFETY, ENVIRONMENTAL AND EMERGENCY RESPONSE MANAGEMENT) Key behaviors/actions or points to watch for:

- Knowledge and understanding of risk management
- Effective use and knowledge of hierarchy of controls
- Understanding of company HSE management processes
- Understanding and knowledge of applicable jurisdictional legislation and regulations
- Plans for successful management of workers' fitness for duty
- Knowledge and awareness of environmental issues
- Understanding and successful application of company and regulatory Emergency Response Plan expectations
- Plans, prepares and prioritizes events
- Effectively establishes priorities, tasks and resources to achieve work outcomes
- Establishes realistic milestones
- Effectively manages resources (human, financial, physical) and time.

Assessment exercises to choose from:

OPERATIONS

- Tell me how you determine priorities when planning work.
- Describe how you organize priorities and establish scheduling when planning work. Can you give me a recent example?
- What is your interpretation of the reason for site-specific orientation?
- Describe how you plan for several deadlines at the same time. How did you organize your time to get them all done?
- We have all had to reschedule our projects or plans because of unforeseen circumstances. Tell me about a time this happened to you.
- What is the role of the supervisor for utilizing specialty or rental equipment? Are the procedures, specifications and determining limitation of the equipment available?
- Explain how you would verify the activities under your supervision will comply with regulations and industry standards.

SAFETY MANAGEMENT

- What would be examples of concurrent/multiple work activities (potentially hazardous to each other)?
- What do you consider a positive HSE culture?
- What are the core/key elements of an effective safety management system?
- How do you control safety on your job site?

- What are the types of hazard controls that are typically used?
- What systems or methods can be used for proactive safety activities and why are they valuable (e.g. worker observations, safety opportunities, inspections)?
- As the site supervisor, you are responsible for monitoring the safety compliance of the employees and contractors working on-site. What would/could this entail?
- In regard to WHMIS and controlled substances, what are some of the issues that you, as the supervisor, should address/consider?
- What do you consider to be your individual duties and responsibilities under the applicable jurisdictional legislation for this worksite?

ENVIRONMENTAL MANAGEMENT

- Describe wastes that need to be disposed of and the methods used for their disposal.
- Describe what types and sizes of spills are reportable and why.
- List some site environmental management procedures you, as the supervisor, must be aware of.
- What do you consider your individual duties and responsibilities under the applicable environmental jurisdictional legislation for this worksite?

EMERGENCY RESPONSE MANAGEMENT

- Have you ever led an emergency response exercise? Participated in ERP drills?
- What role(s) did you play?
- Describe what would be an effective response for an emergency event.
- What do you consider your individual duties and responsibilities under the applicable emergency response jurisdictional legislation for this worksite?
- Describe how you would confirm emergency preparedness for this worksite.

PERFORMANCE

(OPERATIONS, INCIDENT MANAGEMENT AND INVESTIGATION, DOCUMENTATION AND RECORD KEEPING).

Key behaviours/actions or points to watch for:

- Effectively coordinates priorities, tasks and resources to achieve work outcomes according to work plan
- Establishes realistic milestones, reviews progress of the work plan and adjusts accordingly
- Effectively manages resources (human, financial, physical) and time
- Is flexible and adaptable to changing circumstances
- Successfully manages incidents (e.g. injury, property damage, environmental, etc.)

- Successfully facilitates and manages investigations and possesses knowledge of investigational procedures
- Exhibits effective documentation and record-keeping skills

Assessment exercises to choose from:

OPERATIONS

- What would be an example of concurrent/multiple work activities (potentially hazardous to each other)?
- In your current role, how do you schedule your time on an unusually hectic day?
- How do you determine priorities, when scheduling your time? Can you give a recent example?
- Tell me how you organized your work in your last position.
- We all have periods that are extremely busy, as well as times that are less so. In your current role, what do you do to smooth the peaks and troughs in your workload?
- Tell me about a time when a project you were coordinating stalled. What happened? How did you get things back on track?
- Describe a time when you had several deadlines falling at the same time. How did you organize your time to get them all done?
- Tell me about an important task that you have delegated. What did you do to ensure its success?
- At times, it can be difficult to determine the best person to delegate a task to.
- Tell me about a time when you delegated a project to the wrong person.
- A significant change in your work plan has occurred. How would you manage this change? How would you communicate this change to the workers on-site?
- Explain how you would verify that the activities under your supervision comply with regulations and industry standards.
- Explain how you would handle changes in the work plan.
- Tell me about a time when you didn't want to delegate but had to.
- When recruiting staff to work for you, what do you look for? What steps do you take?
- In your experience, what have you found to be the most difficult task associated with being a supervisor?
- Tell me about a time when your coaching helped someone improve their skills or job performance.
- Tell me about a time you had to increase motivation in those you supervised.
- Tell me about some things you have done recently to empower your team. How successful have they been? What do you plan to do next time?
- Have you ever managed a staff member with a performance difficulty/deficiency?
- What did you do? What was the outcome?
- Have you ever modified a job to suit the skills, abilities or motivations of the

incumbent? Tell me about a time you did this.
- What were the main training and development needs of those in your team? How did you identify and address those needs?

INCIDENT MANAGEMENT AND INVESTIGATION

- Define the type of incidents that you would report.
- Why are incidents investigated? Describe how you would go about handling an investigation.
- Describe how you would apply a disability injury/illness case management process.

DOCUMENTATION AND RECORD KEEPING

- What records would you keep at the worksite? What records would be submitted to the corporate office?
- What records must be submitted to regulatory agencies?
- Describe how you would ensure confidentiality requirements are met and monitored.

MEASUREMENT

Key behaviours/actions or points to look for:

- Effective assessment skills
- Effective interviewing skills
- Effectively sets and achieves realistic assessment plans and goals
- Monitors progress and consistently assesses staff and situations

Assessment exercises to choose from:

- It can be easy to forget to provide outstanding achievers with ongoing developmental feedback. Tell me about your best performer. How often did you discuss their performance and provide them with feedback? How did this compare with the way you coached your other team members?
- Tell me about the last time you formally appraised a direct report's performance.
- How did you prepare for the appraisal? Did they agree with your assessment? How did they feel about your development plan?
- Tell me about one of your direct reports. What were his/her long-term goals?
- What were his/her strengths and weaknesses? In what way did you help him/her achieve his/her goals?
- Tell me about a time when you had to discipline or counsel one of your staff.
- What steps did you take? How did you feel? What was the outcome?
- Have you ever had to dismiss anyone? Why?  What steps did you take? How did you feel?

- Have you ever handled an employee grievance that resulted in better working relationships? What did you do?
- Describe how you've handled on-site evaluations in your past positions.

# Appendix E:   Example Development Scorecard

The scorecard example included below, can be used to evaluate supervisors (see Steps 4 and 5 on-site evaluation). The scorecard below is meant to be flexible relative to the position being assessed. The user should understand that not all questions will be applicable for every supervisor role. The scoring guide measurement criteria should be applied to each of the key performance areas on an ongoing basis. The total score of each Key Performance Area (KPA) (knowledge, skill, desire) can be used to measure competency.

The scoring guide measurement criteria (example):

Ranking 1: Entry Level – Not to work alone or unsupervised

Ranking 2: Developmental – Restrictions in place

Ranking 3: Competent – With improvement actions

Ranking 4: Competent – Fully developed, could be a trainer, coach or assessor

This example scorecard relates to safety concepts and can be applied to all areas of competency covered by this guideline.

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## Safety Leadership Development — Competency Scoring Guide

| Key Performance Areas | Knowledge | Skill | Desire | Total | | |
|---|---|---|---|---|---|---|
| 1. Understand Priorities for Operating | | | | | | |
| 2. Stop the Job | | | | | | |
| 3. Hazard Identification | | | | | | |
| 4. Job Safety Analysis | | | | | | |
| 5. Last Minute Risk Assessment (i.e. Stop & Think, TakeS etc.) | | | | | | |
| 6. Work Checklists | | | | | | |
| 7. Communication | | | | | | |
| 8. Lower Risk Tolerance | | | | | | |
| 9. Trust & Verify | | | | | | |
| 10. Performance Standards | | | | | | |
| 11. Learning from Experience | | | | | | |

**Performance Improvement Plan:**
**In the following week we will attend to the following to develop and/or sustain our safety leadership performance:**

KPA#            Performance Improvement Plan

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# Appendix F:   References

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